

THE INFLUENCE OF ONLINE EFL LEARNING TOWARD THE STUDENTS' MOTIVATION

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Abstract: The objectives of this study aimed to find out the ways online EFL learning influences students' motivation, as well as the factors influence it. This research used qualitative approach. The researcher collected data by distributing questionnaires and conducted interviews. The population in this study is the second, fourth, and sixth students who experience online EFL learning to filled out the questionnaire. Further, interview was applied to three representative participants from each semester that had the lowest or highest motivation score according to the questionnaire results. The data finding showed that students are quite motivated by doing online EFL learning, both on intrinsic motivation and extrinsic motivation. The majority of students concur that online EFL learning is very helpful for learning languages, that utilizing it also helps students' English skills, and that the programs utilized by their instructors are also quite interesting and exciting.

Keywords: Learning Motivation, Online EFL Learning

INTRODUCTION

The COVID-19 pandemic has had an impact on many things, one of which is the world of education. Learning that was previously done face-to-face or offline classes is now done through platforms or online classes, and then this also applies to EFL learning. Putra (2021:35) stated the Covid-19 outbreak has influenced many areas, including our educational system. Because of this condition, teachers have shifted from direct classroom instruction to virtual instruction.

The Indonesian Minister of Education and Culture has implemented learning from home system as an effort to prevent the transmission of this virus. Learning from home system was implemented for fourteen days. Following the outbreak of the Covid-19 pandemic, so this decision was taken. But because this virus is increasingly spreading, the

government enforces learning from home system until the pandemic subsides. Schools and universities are advised to use online classes for longer period. Nartiningrum and Nugroho (2020:116) explained because of the pandemic, the Education Ministry proposed online classes for schools and universities. For the first fourteen days, schools and universities were encouraged to convert traditional classes to online classes.

Online learning in Covid-19 pandemic situation has an impact on teaching and learning process, especially for EFL learning. Krish (in Atmojo and Nugroho, 2020:53) argued that online learning is defined as a series of learning activities in a subject delivered via a network that allows for access and knowledge exchange. This terminology appears to denote a teaching and learning approach that makes use of internet technology. The online learning environment is beneficial not only for students to access knowledge and materials, but also for course participants to associate and cooperate. With the implementation of online learning, there are definitely some changes that have never existed during offline learning, for example, this learning is full of using technology, new learning techniques, and new learning method and so on.

Motivation is one of aspects in improving students learning. Filgona et al. (2020:17) said that “Student motivation is an essential element that is necessary for quality education”. Motivation also can encourage students to more easily master the English skills. Motivation is divided into two, namely intrinsic motivation and extrinsic motivation. As described by Arens at al (in Riswanto and Aryani, 2017:44), intrinsic motivation occurs when a person's behavior is triggered internally by someone for his own benefit or curiosity. Extrinsic motivation, on the other hand, occurs when an individual is influenced by external factors such as awards, punishment, or social pressures.

Seeing the Conditions of online EFL learning during the Covid-19 pandemic situation, many challenges were faced in the EFL learning process, such as the technology used, learning methods for students, the material presented, and the problems faced by EFL students, all of which can affect EFL students' learning motivation. There are problems that are often faced by EFL students when learning online, as described by Atmojo and Nugroho (2020:72), due to the financial situation of students' families, the lack of student facilities on smartphones, internet quotas, and a stable internet connection remain obstacles. In EFL learning, this will be difficult when students get those problems because learning English requires explanations in structure, vocabulary and many things related to EFL learning.

Therefore, the researcher conducted this study with the research problems including: (1) “How is the influence of online EFL learning toward the students’ motivation?” and (2)

“What factors influence online EFL learning toward the students’ motivation?”. Based on the research problems the purposes of this study are to inquire the ways online EFL learning influencing the students’ motivation and also to inquire the factors that influence online EFL learning toward the students’ motivation.

METHODE

This current study employs qualitative approach focusing on the influence of online EFL learning towards students’ motivation in EFL class. MCMillan and Schumacher (as cited in Ramdhani, 2021:23) mentioned that qualitative approach analyzes individual and group of social actions, beliefs, thoughts, and perceptions.

The researcher used questionnaire as the primary data, while interviews as the secondary data. The researcher used Google Form as a medium for distributing questionnaire to participants. Interview was conducted via telephone or via voice notes.

The subject of this study is the students of all classes in every semester that is second semester, fourth semester, and sixth semester in English Education Department of Teacher Training and Education Faculty at the University of Islam Malang.

Questionnaire was used to determine the average students’ motivation in online EFL learning and then interview was used to find out the factors influence students’ motivation in online EFL learning. The researcher focused on second, fourth, and sixth semester students. The questionnaire will be distributed to all classes from second, fourth, and sixth semester. A total of 40-50 participants will be drawn from representatives from the three semesters who filled out the questionnaire. Further, interview was applied to 3 representative participants from each semester that had the lowest or highest motivation score according to the questionnaire results.

In analyzing the data of questionnaire, the researcher used the results of the percentage of participants' answers from the Google Form. The answers consist of strongly agree, agree, neutral, disagree, and strongly disagree. After that, the percentage results are presented in tabular form. Further, interview data were analyzed by transcribing the data into a clear and structured transcription, then the data was translated into English, and also the data are summarized so that the results are easily understood by the readers.

FINDING AND DISCUSSION

The questionnaire of this study, there are two kinds of the statements, positive statements and negative statements.

Table 1. The mean of all the statements' responses

Statement	Mean of Responses (%)				
	SA	A	N	D	SD
Positive (10 Statements)	4.6%	54.9 %	25.6 %	12.7 %	2.7%
Negative (2 Statements)	1.2%	22%	35.4 %	36.6 %	4.9%

Based on the average on the table, the researcher found that students are quite motivated by doing online EFL learning. Most of students agree that online EFL learning is very beneficial to their language learning, their English skills also improve by using online EFL learning and that the applications used by their lecturers are also quite interesting and exciting.

In this study the researcher found some of the factors that influence the students' motivation during online EFL learning based on the responses of interviews. There are factors that motivated students and also demotivated students. The majority factors that motivates students are online EFL learning can improve students' language skills and the lecturer's application is quite interesting.

“The application is very useful in implementing online learning activities, so it is quite satisfying and interesting. When lecturers want to take a quiz, for example, they usually use Kahoot, which piques my interest because the quiz is very interesting. Then, in addition to being used for collecting assignments, Edmodo is also used by lecturers to upload some announcements and assignments, and there are learning sources from which we can learn. Then, on YouTube, in addition to being a media for collecting assignments, there are many videos that can be used as a source for implementing online learning.”

According to participant responses, it can be conclude that the applications used are quite satisfying and interesting, because there are many things that can help the learning process in them.

This finding is supported by Ally (2004:5) she stated that Asynchronous online learning allows students to access online materials at any time, whereas synchronous online learning allows students and instructors to interact in real time. Further there are numerous

things that can aid in the learning process. Some apps can provide them with multiple functions, for example.

Meanwhile, the majority difficulties encountered when learning online is lack of connection or poor signal and also interference from someone or from outside in the form of voice and others.

“The first possibility is that the difficulty in online learning is a signal between students or lecturers because each house has different conditions, so the signal is the first thing that truly affects. The second point is that there are many disturbances around us, whether they are sound or something else. The third is about the material, because some lecturers do not use the application to study a material, so lecturers are only explained, and sometimes we don't understand what the content of the material is because each material has its own difficulties. The difficulty in comprehending the material is very common among us.”

Based on participant answers, it can be inquire that participant encountered issues such as signal problems, noise or other disruptions, and difficulties understanding the material presented by several lecturers who only used explanations as a method of delivery.

This finding is supported by Nartiningrum and Nugroho (2020:135), students in the Covid-19 era face challenges such as unstable networks, decreased social interaction, less understood materials, and weakened commitment to learning.

Even so, the difficulties that students encountered did not dampen their spirits because online learning, which had been in place for several years, enabled them to find solutions to the problems they encountered.

“Actually, no, because if the disruption is caused by a poor signal, we can try to get the signal and continue our online learning. The second consideration is the number of distractions, perhaps if there are many distractions, we can relocate to a more comfortable and quiet place. If we don't understand something, we usually look for other references, such as searching for it on Google or asking friends. It actually does not dampen our desire to learn because the more we want to know, the more eager we become.”

Based on participant answers, it can be said that participants' enthusiasm did not wane despite the difficulties that faced, because participant believed that the difficulties could be overcome.

CONCLUSION AND SUGGESTIONS

The researcher can conclude from the findings and discussions that online EFL learning has a fairly good influence on students' motivation in EFL class, both on intrinsic motivation and extrinsic motivation, where online EFL learning motivates students to participate in learning even though they prefer offline learning. The majority of students felt that online EFL learning improves their English skills because of the numerous online EFL learning media that they can use, that online EFL learning is very flexible and effective, that online EFL learning allows students to devote more time to studying the material, that online EFL learning is enjoyable, and that the application used during online learning is interesting, that it can motivate them to participate in online EFL learning. Some of these factors, the most dominant factors are online EFL learning can help them improve their language skills and also the application used during online EFL learning. Meanwhile, students also encounter difficulties such as bad signals, limited quotas, drowsiness, interference from someone or something outside in the form of sound and others, difficulty understanding material, and difficulty communicating with lecturers and friends when engaging in online learning. Even with some difficulties they face when learning online, the students' enthusiasm has not diminished. This shows that online EFL learning is a learning method that can be maximized in future learning.

The suggestion for lecturers, the researcher provides an overview of the ways online EFL learning influences students' motivation, which can be used to maximize future learning by being able to use online EFL learning as a substitute when the lecturer is in a state of urgency.

For students, the researcher suggests that students improve their skills in using available technology for learning because learning with technology may increase in the future.

For the further researchers, because the researcher has limited time to collect data, future researchers may be able to investigate online EFL learning more deeply and on a slightly larger scale for future learning.

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